CURRICULUM MAP -- GRADE 3

CHAPTER 1

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize and name whole numbers to 1000	Number Sense	Number Sets	D/T
Recognize and name whole numbers to 10,000	Number Sense	Number Sets	D/T
Recognize and name whole numbers to millions	Number Sense	Number Sets	I
Write whole numbers through 1000	Number Sense	Number Sets	I/D
Write whole numbers through millions	Number Sense	Number Sets	I
Determine place value 1,000's	Number Sense	Relationship	D/T
Determine place value to the 10,000's	Number Sense	Relationship	D/T

CHAPTER 2

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Round to the nearest 10 using 2 digit numbers	Number Sense	Estimation	D/T
Round to nearest hundred, using 2-3 digit numbers	Number Sense	Estimation	D/T
Estimate number of objects	Number Sense	Estimation	D/T
Use benchmark numbers in problem solving	Number Sense	Estimation	I/D

CHAPTER 3

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Properties:associative (2+3)+5=2+(3+5)	Number Sense	Number Theory	D/T
Add whole numbers with multiple regroupings	Number Sense	Computation (without calculator)	D/T

CHAPTER 4

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Use estimation in problem solving	Number Sense	Estimation	D
Subtract whole numbers with multiple regroupings	Number Sense	Computation (without calculator)	D/T

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CHAPTER 5

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Determine the value of a group of coins	Measurement	Money	D/T
Recognize bills	Measurement	Money	D/T
Make change using coins	Measurement	Money	D
Make change using bills and coins up to $10.00	Measurement	Money	I/D
Recognize the relationship of money to decimal system	Measurement	Money	I/D

CHAPTER 6

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Tell time using a clock; 1 minute intervals	Measurement	Time	D/T
Determine elapsed time using a calendar in problem solving situations	Measurement	Time	D
Determine elapsed time using a clock in problem solving situations	Measurement	Time	D
Estimate time	Number Sense	Estimation	D/T

CHAPTER 7

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Properties: commutative (4+5=5+4)	Number Sense	Number Theory	D/T
Multiply whole numbers-basic facts	Number Sense	Computation (without calculator)	D/T
Create generalizations	Patterns and Functions	Logic	I

CHAPTER 8

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Multiply whole numbers-basic facts	Number Sense	Computation (without calculator)	D/T

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CHAPTER 9

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Multiply whole numbers-basic facts	Number Sense	Computation (without calculator)	D/T

CHAPTER 10

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Multiply whole numbers-basic facts	Number Sense	Computation (without calculator)	D/T
Properties: Associative (2+3)+5=2+(3+5)	Number Sense	Number theory	D/T
Create generalizations	Patterns and Functions	Logic	I

CHAPTER 11

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify factors (fact families)	Number Sense	Number theory	D/T
Divide whole numbers-basic facts	Number Sense	Computation (without calculator)	I/D
Use variables to represent missing values	Patterns and Functions	Relationship	I

CHAPTER 12

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Divide whole numbers-basic facts	Number Sense	Computation (without calculator)	I/D

CHAPTER 13

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify factors (fact families)	Number Sense	Number Theory	D/T
Divide whole numbers-basic facts	Number Sense	Computation (without calculator)	I/D
Recognize and use functions	Patterns and Functions	Relationship	I

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CHAPTER 14

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Use various methods to collect data	Probability	Data Collection	D
Classify data to create meaning	Probability	Data Organization	D
Utilize tallies, tables, and charts to organize and display data, using technology as appropriate	Probability	Data Organization	D
Utilize graphs or diagrams to display data, utilizing technology as appropriate	Probability	Data Organization	D
Describe and compare collected data	Statistics	Data Interpretation	D
Analyze data to derive meaning	Statistics	Data Interpretation	D

CHAPTER 15

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify locations using coordinates	Geometry	Geometry	D/T
Classify data to create meaning	Probability	Data Organization	D
Utilize tallies, tables, and charts to organize and display data, using technology as appropriate (single bar graphs, circle graphs, tables, charts)	Probability	Data Organization	D
Utilize graphs or diagrams to display data, utilizing technology as appropriate	Probability	Data Organization	D
Describe and compare collected data	Statistics	Data Interpretation	D
Analyze data to derive meaning	Statistics	Data Interpretation	D
Determine central tendency (mode)	Statistics	Data Interpretation	I

CHAPTER 16

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify possible outcomes	Probability	Chance	D/T
Determine central tendency (median)	Statistics	Data Interpretation	I

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CHAPTER 17

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify and label points, lines, and line segments	Geometry	Geometry	I
Identify parallel, intersecting & perpendicular lines	Geometry	Geometry	I/D
Identify and label rays and angles	Geometry	Geometry	I
Classify three-dimensional shapes (pyramids, prisms)	Geometry	Geometry	D
Identify parts of 2-D and 3-D shapes (vertices, edges, right angle, face, base, altitude and slant height	Geometry	Geometry	D
Classify triangles according to sides and/or angles	Geometry	Geometry	I
Identify right angles	Geometry	Geometry	I/D
Develop spatial sense: 2-D, 3-D	Geometry	Geometry	I/D
Recognize angles (right angles)	Measurement	Angles	I/D
Identify and name regular polygons with 3, 4, 5, 6 or 8 sides	Geometry	Geometry	I
Identify and describe shapes from simple nets / flat patterns (cubes, rectangular and triangular prisms, rectangular and triangular pyramids)	Geometry	Geometry	I/D

CHAPTER 18

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize and name: special quadrilaterals and other polygons	Geometry	Geometry	I
Classify triangles according to sides and/or angles	Geometry	Geometry	I
Classify quadrilaterals according to sides and/or angles	Geometry	Geometry	I

CURRICULUM MAP -- GRADE 3

CHAPTER 19

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Develop spatial sense (flip, turn, slide)	Geometry	Geometry	I/D
Identify congruent shapes	Geometry	Geometry	D/T
Identify similar shapes	Geometry	Geometry	I

CHAPTER 20

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp,length,weight, number of objects)	Number sense	Estimation	D/T
Recognize customary units of measurement (length,capacity,weight)	Measurement	Systems	D
Make reasonable estimates of measurement	Measurement	Estimation	D

CHAPTER 21

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number sense	Estimation	D/T
Recognize metric units of measurement	Measurement	Systems	D
Make reasonable estimates of measurement	Measurement	Estimation	D
Use customary units to make linear measurements (to ¼ inch)	Measurement	Types	D/T
Use customary units to measure weight (ounces and pounds)	Measurement	Types	D/T
Use customary units to measure/determine capacity / volume (cups,pints,quarts,gallons)	Measurement	Types	D
Use metric units to make linear measurements	Measurement	Types	D
Use metric units to measure weight	Measurement	Types	D
Use metric units to measure capacity / volume (liter)	Measurement	Types	I/D
Converts units within a system (inches to feet, quarts to cups, mm to cm)	Measurement	Systems	I/D
Measure temperature (Celsius & Fahrenheit)	Measurement	Types	D/T

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CHAPTER 22

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Use customary and metric units to determine perimeter	Measurement	Types	D/T
Determine area (square, rectangle and right triangle) – metric & customary	Measurement	Types	I

CHAPTER 23

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Simplify and order fractions (to sixteenths)	Number Sense	Relationship	I/D
Identify equivalent fractions (to sixteenths)	Number Sense	Relationship	I
Reduce fractions to lowest/simplest term	Number Sense	Relationship	I
Use mixed numbers	Number Sense	Relationship	I/D

CHAPTER 24

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Add/subtract fractions with like denominators	Number Sense	Computation (without calculator)	I/D
Identifies fractional parts of a collection, set or parts of a whole	Number Sense	Relationship	D/T

CHAPTER 25

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Read and write decimals to tenths	Number Sense	Relationship	D/T
Read and write decimals to hundredths	Number Sense	Relationship	I
Compare and order decimals to nearest hundredths	Number Sense	Relationship	I
Relate and convert fractions to decimals	Number Sense	Relationship	I

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CHAPTER 26

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Add/subtract decimals	Number Sense	Computation (without calculator)	D/T
Recognize the relationship of money to decimal system	Measurement	Money	I/D

CHAPTER 27

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Multiply whole numbers 2 digit x 1 digit	Number Sense	Computation (without calculator)	I

CHAPTER 28

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Divide whole numbers 2 digit x 1 digit	Number Sense	Computation (without calculator)	I/D

CHAPTER 29

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Multiply whole numbers 3 digit x 1 digit	Number Sense	Computation (without calculator)	I

Supplemental

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Write numbers in expanded form / notation to the hundreds place value (243 = 200+40+3)	Number Sense	Relationship	D/T
Write numbers in expanded form / notation to the thousands place value (9,473 = 9000+400+70+3)	Number Sense	Relationship	I/D
Describe a rule that explains a functional relationship and/or pattern using addition, subtraction or multiplication rules or regressions (function boxes)	Patterns and Functions	Number	I/D
Locate and plot objects using the rectangular coordinate system (one quadrant grids using numbers only)	Geometry	Geometry	I/D

Math Alignment Team – July 2005

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